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ABSTRACT

The paper approaches the problems of lack of communication and the development of stereotypes that have grown up between vocational teachers and counselors. Developing a strategy to deal with a portion of the problem, counselors' perceptions of vocational education, a program was conducted during the summer of 1972, placing counselors in skill training programs to increase their reality experiences in vocational education. Three objectives of the study were: (1) to determine the effects of four weeks of skill training experiences in eight occupational areas on the career guidance practices of 15 secondary counselors, (2) for each counselor to develop two measurable job objectives related to vocational counseling to be implemented during the fall semester, and (3) to judge the practicability of continuing the program. The author points out that the use of paid volunteers limits the validity of the results, and the study should be considered quasi-experimental or as a comparison level study. Results of the study indicated the program should be continued with modifications. Included with the document are the instrument used, the job objectives developed by the 15 participants, and their individual progress reports on job objectives. (MW)

ED 094179

The Influence of Skill Training on the Time Invested in Vocational Guidance by Counselors

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April, 1973

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PREFACE

The format of this report is designed to maximize its readability and thus its usefulness. Appreciation is expressed to: Dr. William Stevenson, Assistant State Director and Head of the Division of Research, Planning, and Evaluation for his directions; Dr. William Frazier, Director of the Oklahoma Research Coordinating Unit for his technical advice and personal assistance; Paula Keller for her critique of the paper; and the staff of the Communications Center for the typing.

SECTION I

Problem

Over the years it seems that a wall has grown up between vocational teachers and counselors. That wall has done little for communication. As a matter of fact it seems to have led to the development of some stereotypes. Counselors think that vocational teachers are all alike, and vocational teachers just know that all counselors will fill up their classes with "dumb students."

It seems that both know in advance what is going to happen when they try to work with each other. They almost "program" the outcomes. When a situation like that occurs, a serious problem exists.

Strategy

A strategy for approaching a portion of the problem, that of the counselors' perceptions of vocational education, was devised by Dr. Sizemore Bowlan, the Director of Vocational, Technical and Continuing Education for Oklahoma City Public Schools. The idea was to place counselors in skill training programs for the purpose of increasing their reality experiences in vocational education. This was put into a proposal form and submitted on a competitive basis to the Educational Professional Development Act committee of the Oklahoma State Department of Vocational and Technical Education. The program was approved for funding and was conducted during the summer of 1972 with the following three objectives:

1. To determine the effects of four weeks of skill training experiences in eight occupational areas on the career guidance practices of 15 secondary counselors.

2. For each counselor to develop two measurable job objectives related to vocational counseling to be implemented during the fall, 1972 semester, and completed by February 28, 1973.

3. To judge, based on the results of objective number one and evaluation of objective number two, the practicability of continuing the activity of placing counselors in skill learning situations.

Sample

Fifteen participants were selected from a group of volunteers. All were middle through high school (M-12) counselors, and most were from the Oklahoma City District. A list of participants is in Appendix A. An attempt was made to select the experimental group based on their pro and con attitudes toward vocational education. An expert panel consisting of personnel from the central counseling office and central vocational office of the Oklahoma City School met for the purpose of selecting approximately one-half of the experimental group who were pro-vocational education and approximately one-half who were not quite so enthusiastic. Further, an attempt was made to mix the group by sex and race.

However, it is this researcher's judgment that the assignment procedure was not of a defendable nature. Since the entire group was made up of volunteers to begin with and the only inducement was a $75.00 per week honorarium, the attempt to classify the assigned counselors by an attitude variable was probably invalid. While the use of volunteers does seriously threaten the internal validity of the study and limits just how far one might generalize the results, it does not invalidate the study if we consider it to be quasi-experimental in nature or as a comparison level study. This is particularly true when this study is compared to many "so-called" experimental studies in education.

The total control group was all other M-12 counselors in the Oklahoma City School. The use of this "like-units" comparison group does add to the merit of the study, but does not completely overcome the sampling problem. The total control group was sub-divided into two groups. Control group I had received other in-service training or course work in vocational guidance or career education within the last two years. Control group II had not received in-service training or course work in those areas during that time span. Table I lists respondents from whom data were obtained.

TABLE I

BREAKDOWN OF ACTUAL RESPONSE NUMBERS

Experimental	Total Control		
N = 12	N = 37		
	Control I with in-service	Control II without in-service	No classification in in-service
	N = 17	N = 17	N = 3

Treatment

The treatment as noted in objectives one and two consisted of: (1) four weeks of skill training in eight occupational areas, which occurred at the Oklahoma City Vocational and Technical Area School; and (2) the writing of at least two measurable job objectives relating to vocational guidance which were to be attained by February 28, 1973. The counselors invested one afternoon during the fourth week in writing objectives. Dr. Charles O. Hopkins of the Division of Research, Planning, and Evaluation of the Oklahoma State Department of Vocational and Technical Education assisted in the objective writing activities.

Instrumentation

Used to determine the influence of the treatment was: "time invested in vocational guidance activities for the first semester in 1972 as compared to the first semester in 1971," as perceived by the members of the treatment group and the comparison group of counselors. Vocational guidance was defined in the directions on the instrument as "guidance for those personnel entering vocational job training at the high school and post secondary level." The instrument was validated only by expert opinion.

The instrument was administered to the counselors during the Christmas vacation in 1972. This allowed approximately six months between the treatment and the

measurement. Also, to overcome any halo effect, the purpose given the counselors for completing the instrument was masked by stating the information would be used for planning purposes. As an additional step, several placebo questions were intermingled with the true measuring questions to assist in insuring that the treatment group did not recognize the instrument as an evaluation tool.

The instrument was also to determine the members of the control group who had received other in-service training or course work in career education or vocational guidance within the last two years. Training of that nature could influence their scores and alter the results.

The responses scale was a five point continuum which measured the change in time invested by counselors. The exact responses were (1) decreased, (2) slightly decreased, (3) not changed, (4) slightly increased, (5) increased. While some authorities would consider that to be of a "high-ordinal" level and sufficient to allow for inferential statistics, it was this researcher's judgment to use non-parametric statistical techniques to test for difference among the groups. While these are normally less powerful than the inferential types, they do, in this particular case, allow one to more aptly defend the results.

A copy of the instrument is included in Appendix B. Asterisks have been placed beside the placebo questions to assist in rapid identification.

SECTION II

Results

The responding members of the experimental groups changed more by investing more of their time in vocational guidance activities than did the total control group. The amount of difference was significant at above the .05 level. Also (refer back to Table I) the subdivisions of the control group into Group I (with other in-service training) and Group II (without other in-service training) made possible some internal comparisons. All comparisons are listed below in Table II.

TABLE II

COMPARISONS, BETWEEN ALL GROUPS, IN TIME INVESTED IN VOCATIONAL GUIDANCE ACTIVITIES FROM FALL SEMESTER 1971 TO FALL SEMESTER 1972

	Groups Compared	Significance Level Mann-Whitney U, Two-Tailed
1.	Experimental vs. Total Control (Significantly greater increase for experimental)	P .05
2.	Experimental vs. Control Group I (Greater increase for experimental)	P .25
3.	Experimental vs. Control Group II (Significantly greater increase for experimental)	P .02
4.	Control Group I vs. Control Group II (Greater increase for Group I)	P .20

Based on the data, it appears that as the amount of training/experience/course work in vocational education of counselors increases their time invested in vocational guidance activities increases. To determine exactly where the difference was between the two main groups, an item analysis was performed. This was accomplished by collapsing the five increment response scale into three categories, taking the responses of both groups and constructing a 3 x 2 contingency table. The chi-square statistic was then applied and significant differences were located on three questions. The results are shown below in Table III.

TABLE III

LOCATION OF DIFFERENCE BY QUESTIONS

	Questions	Chi-Square	Significance Level, Two-tailed, 2df.
10.	The number of visitations to vocational programs (Significantly greater increase in favor of experimental)	8.7039	P .025
12.	Activities concerning in-service training for teachers in our school which have involved sections on vocational education; explanations of vocational guidance services, etc. (Significantly greater increase in favor of experimental)	7.0004	P .05
17.	The amount of help received from vocational teachers (Significantly greater increase in favor of experimental)	9.9692	P .01

While an analysis of the meanings of those questions and differences in the scores could be lengthy, this writer thinks that all could be viewed as showing evidence towards the validity of the problem statement and the positive reactions of the counselors to a

positive in-service training program. The experimental group received experiences which enabled them to overcome stereotypes with reality. When that occurred they entered into a more functional work relationship with vocational educators and were also willing to share their information with academic teachers. However, that analysis is strictly this writer's opinion.

In addition to checking the true measuring questions, the placebo questions were also inspected. While these had no bearing on the main effects as noted in Table II, two questions did show significant difference and it was thought that these findings may be of casual interest to the reader. These are reflected below in Table IV.

Table IV

LOCATIONS OF DIFFERENCE ON PLACEBO QUESTIONS

	Question	Chi-Square	Significance Level, Two-tailed, 2df
19.	The general maturity level of the students counseled . . . . . (Significantly greater increase for total control group)	8.0914	P .05
20.	My satisfaction with my job . . . . (Greater increase for experimental group)	5.3752	P .10

The control group viewed the students as being more mature than did the experimental group. An analysis would be purely speculative, but perhaps the experimental group, after being exposed to the complexity of the occupations at the area school, readjusted their criterion of maturity. In regard to the job satisfaction question, little can be offered except to say that a one question measure of job satisfaction is highly suspect. Also, the experimental group could have been more satisfied prior to the skill training; thus, higher after the treatment. There is also the possibility that an increase in job satisfaction could

be a spin-off benefit of the increased understanding of the vocational guidance aspect of their job. However, since both questions were placebo and not used to generate the main scores, this speculation can do little except give an indication of possible additional areas for measurement in future studies of this nature.

In summary, concerning Objective I, it appears defendable that the four-weeks of skill training did assist in overcoming some of the barriers between counselors and vocational educators. The amount of change in time invested between the two groups evidences that conclusion.

In regard to Objective II, the development and implementation of at least two measurable job objectives by each participant, there is a somewhat lesser amount of empirical data from which a conclusion can be drawn.

The job objectives were written and are in Appendix C. The original proposal established five follow-up meetings to be conducted during the fall semester, 1972-73 school year, for the purposes of critiquing the worth of each job objective and measuring the progress toward accomplishment of the functional objectives. However, this was also the first semester of court-ordered busing for racial equalization in the Oklahoma City District. The resulting increase in work activities for the counselors made the coordination of group meetings difficult. The meetings were held in abeyance during the first semester and were conducted during late February and early March in 1973.

An attempt was made in the first meeting, held on February 22, 1973 to determine the extent of usefulness the counselors experienced with the measurable job objectives. Nine counselors later reported their progress. These reports are in Appendix D. Based on this reviewer's content analysis of the original objectives and the nine reports, the following opinions are presented.

1. The original objectives may have been overly ambitious and perhaps lacking in definitiveness and measurability.

2. The reported progress was often incongruent with the original objectives.

Given the nature of the situation, it appears doubtful if the job objectives were used by many of the counselors to guide their activities. That is not a highly defendable conclusion and is strictly judgmental. Yet, since all participants wrote at least two objectives, nine reported progress, and approximately four seemed to have worthwhile results, one cannot say that the experience was not of some merit.

Although unable to state that Objective II was effectively attained, it seems that the results are at least worthy enough to (1) encourage other programs of this nature

to include at least two or three sessions on writing objectives and, (2) utilize group meetings or supervisions to assist the participants in carrying out the job objectives.

While it was somewhat beyond the realm of the original proposal, a description of the activities of the counselors in the five follow-up meetings held in February and March, 1973, is included below.

The first meeting concerned reports on their measurable job objectives and group decision-making on the desired content of the four future meetings. The second meeting was not "in-group" but was fulfilled by the counselors visiting and observing up to three vocational and technical education night classes or world-of-work situations. The third meeting was formal for the first hour and excerpts from a meeting on career education held in Washington, D.C. were presented. A discussion of a soon-to-be implemented career education project in the Oklahoma City School District followed. A film titled "Making It in the World of Work" was reviewed and critiqued for possible use in group guidance. The remainder of the time was devoted to class visitations. The fourth meeting was, as the second, fulfilled by visiting classes and the world of work. The fifth meeting was a wrap-up session with group discussions. The participants received a $15.00 per meeting honorarium. Sixty-five class visitations and three world of work visitations were made.

It is difficult to speculate on the effects of those activities. A review of the comments made by the counselors on their class-visitation recording sheets is somewhat interesting but difficult to generalize. It does appear that many attempted to evaluate the worth of the training classes and asked the students and teachers very direct questions relating to the employment possibilities in each field. The entire program of meetings did again place counselors and vocational teachers into a face-to-face relationship which appears to be beneficial.

SECTION III

Evaluation

Objective III in the original proposal stated, "To judge, based on the results of Objective I and evaluation of Objective II, the practicability of continuing the activity of placing counselors in skill learning situations." In compliance with that objective, it is judged that the program should be continued. Future projects should include the following changes.

1. A full-time director, with no other duties, should operate the summer program and be responsible for the final report and all evaluation activities.

2. The participants should receive two or three sessions on writing and implementing job objectives and should be assisted throughout the year in modifying and accomplishing those objectives.

3. Academic teachers and administrators should be included in the participants' group, and the length of the skill training should be varied to determine the least-cost/maximum-benefit ratio. For example:

2 Weeks	3 Weeks	4 Weeks
T_1	T_2	T_3

Internal comparisons could then be made to determine the most efficient training periods. Further, it might be possible to determine the point of diminishing return where the addition of any more training would be counter-productive.

Educational Significance

Positive face-to-face interaction in a reality situation did, in this case, appear to tear away at the stereotypes and lead to closer work relationships. If the leaders in vocational education and counseling continue their efforts to clear the communications channels and then utilize programs of this nature to insure that the communications were clearly received--viable steps will have been taken toward penetrating the artificial barriers that exist.

APPENDIX A

LIST OF PARTICIPANTS

LIST OF PARTICIPANTS

Oklahoma City Schools

Judy Cunningham, Rogers Middle School
Betty Burris, John Marshall High
Gerald Heusel, Hoover Junior High
Richard Krueger, Capital Hill Senior
Max Netherton, Jefferson Junior High
Pamela Powell, John Marshall
Julia M. Scobey, Northeast High School
Jessie Thompsen, Kennedy Junior High
Margie Watters, Star Spencer High School
Major Wilson, Harding Junior High
Myrtle Edmond, Washington Center
J. C. White, Northwest Classen High School
Axrah Curry, Jackson Junior High School

Edmond Schools

Carlita Walters, Edmond High

Putnam City Schools

Paul Suttles, Putnam City High

APPENDIX B

INSTRUMENT

PURPOSE: The purpose of this survey is to determine if specific areas of your work have changed during the first semester of this year as compared to the first semester of last year. Several of the questions concern vocational guidance. For the purpose of this survey, vocational education is defined as job-training at the secondary and post secondary level. The results of this survey will be maintained confidential and you are asked NOT to place your name on this sheet.

DIRECTIONS: Below are twenty-one questions. Twenty require a response on a one-to-five scale, and one requires a check in a "yes" or "no" block. It will require less than ten minutes of your time.

Thank you.

OPTIONAL

Age _____

Sex _____

Total Years as Counselor _____

AS COMPARED TO THE FIRST SEMESTER OF LAST YEAR:

		1 DECREASED	2 SLIGHTLY DECREASED	3 NOT CHANGED	4 SLIGHTLY INCREASED	5 INCREASED
1.	The number of students I have counseled regarding discipline problems has . . .	1	2	3	4	5
2.	My reading of articles, research papers, and current books on career education, work, vocational and technical education, or vocational guidance has . . .	1	2	3	4	5
3.	The number of students I have counseled regarding college entry has . . .	1	2	3	4	5
4.	The number of student referrals I have made to secondary and post secondary vocational and technical programs has . . .	1	2	3	4	5
5.	The amount of assistance I have received from the State Department of Education or the State Department of Vocational and Technical Education has . . .	1	2	3	4	5
6.	The number of students taking vocational aptitude tests, such as GATB, in our school has . .	1	2	3	4	5
7.	My activities related to record keeping have . . .	1	2	3	4	5
8.	The number of meetings I have had with vocational teachers has . . .	1	2	3	4	5
9.	The assistance I have received from the central office has . . .	1	2	3	4	5
10.	The number of visitations I have made to vocational programs has . . .	1	2	3	4	5
11.	The amount and types of guidance information available to students in our school has . . .	1	2	3	4	5
12.	My activities concerning in-service training for teachers in our school that have involved sections on vocational education, explanations of vocational guidance services, et cetera, has . . .	1	2	3	4	5
13.	The number of students I have assisted via vocational guidance has . . .	1	2	3	4	5
14.	My research activities, such as, local follow-up on students, localizing aptitude test norms, et cetera, has . . .	1	2	3	4	5
15.	The number of meetings I have had with parents has . . .	1	2	3	4	5
16.	My planning activities concerning vocational courses has . . .	1	2	3	4	5
17.	The amount of help I have received from vocational teachers has . . .	1	2	3	4	5
18.	The number of students requesting vocational and technical classes has . . .	1	2	3	4	5
19.	The general maturity level of the students I have counseled has . . .	1	2	3	4	5
20.	My satisfaction with my job has . . .	1	2	3	4	5

21. During the past two calendar years, I have received in-service training in Career Education or vocational guidance. (Please check)

Yes ( ) No ( )

On completion, simply fold this sheet, in an envelope fashion, so that the address, on the back, is visible. Fasten with a staple or small piece of tape and post.

Thank you.

APPENDIX C

JOB OBJECTIVES

Judy Cunningham, Counselor, Rogers Middle School

1. Encourage teams (30 (sic) out of 6) to teach vocational units on occupations which can be developed from certain subject areas.
2. Schedule AVTC counselor to visit our school and to distribute pamphlets about AVTS as well as a talk session on AVTS by January 30, 1973.
3. Schedule field trip of interested students to Vocational-Technical School before pre-enrollment second semester.
4. Relate specific information to individual students and teachers about courses, requirements, and job placement opportunities from information gained in this summer program.

Zarah Curry, Counselor, Jackson Jr. High

1. To develop a better understanding of vocational careers so as to be able to relate realistic information to students concerning the importance of vocational training.
2. To provide a "Buzz Session" with a vocational consultant for students that are interested in vocational training during FY 1973.
3. Provide a special tour of a Vocational-Technical Center for students that are interested in vocational education previous to pre-enrollment period during 1972-73.
4. Provide a Vocational Week and select students to participate in mini vocational courses.

Betty Burris, Counselor, John Marshall High

1. Provide all of the students, especially sophomores, information concerning vocational programs available before enrollment time each spring.
2. Advise students (with vocational interest) with more assurance and authority as to their potential and opportunities.

Gerald Heusel, Counselor, Hoover Jr. High

1. Inform students of courses available at the Oklahoma City Area Vocational-Technical School as well as at some of the high schools.
2. Inform the administration and other counselors at my school about courses available in vocational education (teachers also).
3. Be able to better talk with parents about vocational courses that are available.

Richard Krueger, Counselor, Capitol Hill Senior

1. Talk to and distribute a bulletin about the Area Vo-Tech offerings to all 10th grade students by February 15.
2. Talk to all 10th grade students by February 15 to encourage them to be thinking about a vocational choice that might fit their interests and ability for their life's work.

Max Netherton, Counselor, Jefferson Jr. High

1. Inform students of the opportunities available in vocational education by January, 1973.
2. Inform interested students of the types of skills needed for a particular class before enrollment for 1973-74.

   (example - I had no idea before this workshop that a student in sheet metal must be able to weld, be a good math student, be a draftsman, etc.)

Pamela Powell, Counselor, John Marshall

1. To help as many of my students as time will allow to realize that they should be planning toward or preparing themselves for employment.
2. To improve occupational vocational information sources available to students by organizing and adding to our room and by letting the students know what information is available by the beginning of the school term.
3. To try to get a tour of sophomore students to the Area Vocational-Technical School before February.

   (To improve relationships between counselor and vocational teachers to get a working relationship). I'm not sure how!

Julia M. Scobey, Counselor, Northeast High School

1. During pre-school conference give the staff information about AVTS and how they can be of help.
2. By mid September, 1972, distribute through the English classes bulletins and other information concerning vocational course offerings at Northeast and the AVTS.
3. Verify two dates of visitation by counselor from AVTS to Northeast by September 31, 1972.

4. Set assembly dates for these agreed dates--one date for 9th and 10th grade total enrollment; the other date for 11th grade.
5. Construct and administer a vocational interest survey form after assembly dates and by end of November, 1972.
6. Talk to each student individually that indicated interest in a vocational area by mid-December, 1972; utilizing information and knowledge acquired during Summer '72 workshop.
7. Make final list after interview of students still showing interest, check records and visit with these students a second time for purposes of having them complete applications by February, 1973.
8. Call vocational counselors to set date for visits with applicants and to check their applications and records by March, 1973.
9. Enroll those accepted in particular courses during pre-enrollment.

Paul Suttles, Counselor, Putnam City High School

1. Arrange for Careers class to visit Vo-Tech School during this semester.
2. Arrange for students who have 5 or 6 hours S.H. to visit Vo-Tech before pre-enrollment.
3. Orientate all sophomores regarding the Vo-Tech programs before pre-enrollment.
4. Encourage interested students to apply for admission.
5. Make Vo-Tech brochure in Industrial Art classes before February 1.
6. Arrange opportunity for a teachers' visitation during pre-school week.
7. Attempt to convince more students of the importance drafting could have in their career.

Jessie Thompson, Counselor, Kennedy Jr. High

1. Provide better resource information about vocational opportunities by visiting all the freshman homerooms by February, 1973.
2. To distribute vocational material to all students by February, 1973.
3. To make personal contact with all freshmen in order to identify more students with vocational interests, and provide them with information previous to the pre-enrollment period in school year 1973-74.

Carlita Walters, Counselor, Edmond High

1. To counsel individually with each sophomore student applying for Oklahoma City Area Vo-Tech Center prior to Vo-Tech enrollment. Attach note to Vo-Tech application encouraging parental and student visits to the Vo-Tech School and/or consultation with school counselor.
2. Provide more information about Oklahoma City Area Vocational-Technical Center before Vo-Tech enrollment by distributing information bulletin to sophomore and junior students and having Vo-Tech counselor speak to these students in small groups. Have DAT and Kuder tests results available to all students during discussion.

Margie Watters, Counselor, Star Spencer High School

1. Have the Vo-Tech counselor visit school at least once at the beginning of each semester.
2. Distribute information to each 9th, 10th, and 11th grader before pre-enrollment.
3. Inform faculty about facilities and programs offered at Vo-Tech. (Personal contact and group meetings--during September/October).

Major Wilson, Counselor, Harding Junior High

1. To provide information concerning the existence of and programs available at the Area Vocational-Technical Center to all 8th grade students by January 15, 1973.
2. To present at least one assembly program concerning Vo-Tech education by May 25, 1973, to all 8th grade students.

Myrtle Edmond, Counselor, Washington Center

1. Assist all students, after rehabilitation, in enrolling in a vocational program in their home school or at the Area Vocational-Technical Center.
2. Present at least 3 programs to all students on "World of Work" during their stay at our school.
3. Invite vocational personnel to make presentation to our students.
4. Schedule at least 4 field trips, especially to Area Vo-Tech Center, for all students.

J. C. White, Counselor, Northwest Classen High School

1. Distribute vocational information to faculty and other counselors in order that they will gain a better insight to and respect for vocational offering in the Oklahoma City Public Schools.
2. Inform and encourage students to take advantage of vocational offerings, especially at the Area Vocational-Technical Center, through brochures, field trips, assemblies, etc.

APPENDIX D

PROGRESS ON JOB OBJECTIVES

AS REPORTED TO THIS RESEARCHER

OBJECTIVES 1972-73

Margie Jo Watters
Star Spencer High

1. Help Faculty Become Aware of Vocational Courses at Tech School

   Tour of facility during pre-conference week

2. Help Students Become Aware of Courses at Vocational School

   Exposure through visiting English classes
   Bulletin boards
   Posters in halls
   Announcements in bulletin and intercom

3. Scheduled Representative From Each of the Following:

   Oklahoma City Area School
   Oklahoma State Tech--Okmulgee
   Oklahoma State University Tech--Oklahoma City

4. Small Group Guidance (students out of study hall)

5. Tour scheduled for Oklahoma State Tech in Okmulgee on April 4, 1973

"Objectives of Counselor" — Judy Cunningham, Rogers Middle School

1. Presentation of projects completed by counselor and students who participated in summer program to acquaint students with courses offered and with the skills and abilities required to complete certain courses.

2. Team teachers are covering a careers unit in related fields to their subjects taught in class:

   Math-Cashier, hostess, waitress, cook, management, buying food.
   Social Studies and Language Arts: Interests, hobbies and part-time jobs which you would like to have. Would the student like to work with people or objects?
   Activities to apply for a job, social security cards, telephone interviews, learning to read want ads, and role playing interviews.
   Language Arts: Careers in Radio and Television and personnel involved

   The unit will start the students writing a short paper on what job they would like to have. We will give them a choice of the above interest groups to join. Then they will apply for a job in that area of interest, have guest speakers, etc.

   The objective of the team unit is to create awareness of various jobs available, training available in public schools, vocational schools, etc., and the connection between part-time jobs, hobbies, abilities and a later vocation in life.

3. The eighth grade industrial classes have all visited the vocational-technical school. The objective for these trips is to show the students the training available to them in connection with their courses here as well as others available to them later.

VOCATIONAL OBJECTIVES OF COUNSELORS FROM JOHN MARSHALL 1972-1973 SCHOOL YEAR

1. Arranging of trips to the Vocational-Technical School
2. Increase the sufficiency of the vocational occupation room
3. Better vocational counseling
4. Establishment of a program for the display of vocational information

Due to the increased IBM responsibilities placed on the Oklahoma City secondary counselors this current school year, John Marshall counselors have not been able to fulfill their objectives as completely as first desired. Marshall was short two counselors for a large portion of the school year, so this caused every counselor to have an over-load of students.

1. Since time did not allow a formal trip to the vocational school, students have been encouraged to visit the school on their own.
2. It was hoped that the sufficiency of the occupational vocational information room could be increased, but due to a lack of space it had to be disassembled and used as an office. We were informed that no other space in the building is available for such use.
3. We feel that our knowledge of the vocational-technical school has greatly increased as a result of the workshop last summer. Therefore, we are able to counsel more wisely with our students.
4. One counselor at Marshall has been given the chairmanship of a bulletin board committee. She has been able to devote some bulletin boards to the display of vocational information. Marshall has also received a microfilm reader printer to aid in vocational counseling.

Richard Krueger

The one main objective was to distribute a bulletin about the area vocational offerings by February 15 to all tenth grade students.

Instead of distributing a bulletin to all tenth grade students, we announced every day for a week over our school intercom to all students the class offerings for the next year at the area vocational-technical school. Then we had the area vocational-technical counselor to talk to all students that might be interested in some course at the area school on February 16. She talked to about 75 students; however, most of these students were seniors and interested in the four twelfth grade courses. These were Medical Office Assistant, Dental Office Assistant, Health Occupations, and Data Processing. Very few were eleventh grade students interested in two-year courses. The counselor from the area school had an interview with each student who turned in an application on February 23, and made selections in regard to those who would get to attend the area vocational-technical school next year.

Objectives for School Year 72-73
(Written Summer '72 by Carlita Walters, Counselor, Edmond H.S.)

1. To counsel individually with each Sophomore student applying for Oklahoma City Area Vo-Tech Center prior to Vo-Tech enrollment. Attach note to Vo-Tech application encouraging parental and student visits to Vo-Tech and/or consultation with school counselor.

2. Provide more information about Oklahoma City Area Vocational-Technical Center before Vo-Tech enrollment by distributing information bulletin to Sophomore and Junior students and having Vo-Tech counselor speak to these students in small groups. Have DAT and Kuder tests results available to all students during discussion.

Results

1. Each Sophomore who returned an application to Vo-Tech was counseled individually. This helped them turn in a better application and make a better choice of course selection. Arrangements were made for several students to visit the school prior to application. I did not remember to attach the note to parents on the applications, but plan to do this next year.

2. Our counselors did attempt to provide information about the OCAVTC to all Sophomores and Juniors prior to Vo-Tech enrollment. We had originally planned to do this in small groups by having the Vo-Tech Counselor speak to the English classes. This had to be cancelled at the last minute because of the Oklahoma City schools' early enrollment. The counselor could not give us that much time. We did talk to all the students, but the groups were too large to be very effective or to attempt to use tests.

3. In addition, our counselors are working to improve career education at Edmond High School in the following ways:

   A. Requesting a course to be added to our curriculum in Vocations and Occupations. This request was made last year, also.
   B. Our counselors worked with Mr. DeBenning, State DE Supervisor, in January to set up a DE program for EHS for next year. We are now selecting applicants for this new program.
   C. Next year we hope to better inform our teachers about the Area School. Hopefuliy, a visit to the school during orientation week can be arranged. I feel some of our teachers discourage students from applying to Vo-Tech because they are misinformed about the school and its program.
   D. We feel that more vocational training is needed for more students, and are doing all we can to encourage more programs for our school by encouraging as many students as we can to enter these programs.

J. M. Scobey

In the beginning weeks of the '72-'73 school year, counselors at Northeast were engaged in many and varied activities that delayed the beginning of the implementation of the activities previously submitted. However, up to this time the following have been achieved with some degree of success.

1. A meeting was held with the other counselors to report the hands-on experiences enjoyed during the vocational workshop and to answer as many questions as possible about the areas of the program covered at the Center.

2. This same type of discussion was held with the principal and assistant principals in order to stress the importance of including in the school's calendar of events, dates, and times for visitations to Northeast by the Area Center counselor and to also encourage visits to the Center by the students of Northeast.

3. Individual students that expressed an interest in the Vocational-Technical Center were referred to this counselor to ask questions concerning various programs at the Center. Others were encouraged to seek information about the Area School.

4. Though delayed, visits by the Center counselor were scheduled, one for orientation and one for interviews.

   The counselor did a beautiful and marvelous job of presenting facts and pictures of the Vocational program at the Center. Presentations to smaller groups would have been more desirable but the time factor would not permit it.

5. Report to teachers about facility during week of In-Service.

Gerald Heusel
Hoover Middle School

1. Students have been informed at different times during this school year about the Vocational-Technical School and courses offered as well as courses suggested to take to prepare for attending the "Tech" school. I visited a class of 8th grade students and talked about their futures, etc.

2. At the beginning of this school year, I informed the administration and the other counselors here at Hoover about my activities at the Tech School during the summer and the courses offered.

3. Hoover is having a PTA meeting next Tuesday evening, March 13, to inform parents about enrolling, scheduling, etc. I will explain to them about courses offered at the Tech School and ask them to encourage their children to consider enrolling in courses at the Tech School.